TITLE SHEET

ALEXANDER D. HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION

FOR

BR 655

Boca Raton Campus
FLORIDA ATLANTIC UNIVERSITY

BOCA RATON, FLORIDA

PREPARED IN ACCORDANCE WITH
AVP POLICY AND PROCEDURES #2
PROGRAM DEVELOPMENT

NOVEMBER 20, 2003

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FACILITIES PLANNING:
This is to certify that this document has been reviewed for project schedule, budget and code requirements.

Raymond Nelson, Director

ASSOCIATE VICE PRESIDENT, OFFICE OF THE UNIVERSITY ARCHITECT:
This is to certify that this document meets the intent of the University Architect's AVP Policy and Procedure #2 (Development of Facility Program) and is consistent with the latest approved Campus Master Plan.

Thomas Donaudy, Associate Vice President

INFORMATION RESOURCE MANAGEMENT:
This is to certify that this document meets the requirements of Information Resource Management.

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PROGRAM COMMITTEE:
This is to certify that this document contains the recommendations of the Program Committee.

Glenn Thomas, Committee Chairperson
Director, Alexander D. Henderson University School

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DIVISION OF ACADEMIC AFFAIRS:
This is to certify that this document meets the requirements of the Office of Academic Affairs.

Kenneth Jessell, Interim University Provost & Senior VP for Finance

OFFICE OF THE UNIVERSITY ARCHITECT:
This is to certify that this document meets the needs of Florida Atlantic University that it is in conformance with all applicable requirements, and is hereby recommended to the President.

Robert M. Friedman, University Architect & Vice President

FLORIDA ATLANTIC UNIVERSITY:
This is to certify that this document has been reviewed by the administrative leadership at Florida Atlantic University and that the material contained herein is forwarded with the President's approval and recommendation.

Frank T. Brogan, President

A. PROJECT HISTORY

A.D. Henderson University School (ADHUS) is currently organized as a K-8 Developmental Research School under F.S.1002.32, public school district #72 located on the campus of Florida Atlantic University in Boca Raton. ADHUS holds departmental status in the College of Education with the Dean of the College serving as the superintendent of the school district. The mission of a developmental research school shall be the provision of a vehicle to conduct research, demonstration, and evaluation regarding management, teaching and learning.

In 1968, a private donation by the widow of Alexander D. Henderson provided funds for constructing and furnishing the school and establishing a trust fund to ensure a margin of excellence for its programs. Attendance is voluntary, and students from Broward, Palm Beach and other counties are eligible to apply for admission. Students are computer-selected using the random number generation function of the program to maintain a student population with characteristics that reflect the student population of the state. During the 2002-03 school year, ADHUS enrolled 495 students of which 50.6% were White, 24.1% African-American, 21.0% Hispanic, 2.0% Asian, .3% Native American and 2.0% Multiracial. 63 students (12.7%) qualified for the federal free/reduced price lunch program. There were 15 students who were qualified for special education services provided by the school or Palm Beach County School District.

There is one full-time administrator (principal and a part-time director), sixteen full-time classroom teachers, nine special area teachers, eight paraprofessionals and eight support staff, in addition to one special resource teacher and seven part-time personnel. Of the full-time instructional staff, 8% have earned a Bachelor's degree, 16% have a Specialist, 8% have a Doctorate, and 68% have earned a Master's or double Master's degree. ADHUS provides a rich research environment in which these master teachers plan, initiate, implement, evaluate, and disseminate programs that help solve persistent educational problems, thus translating research into school practice.

The school receives funding for Title I, II, IV and VI Federal programs, all categorical funding and base FEFP funds. Current PECO allocations for maintenance, repairs, renovation and new construction are based on the 2-mill tax equivalent of Palm Beach County. A two million-dollar trust fund, managed by the FAU Foundation, supports the swim program and subsidizes the research and dissemination functions of school faculty.

The setting of a Developmental Research School on a university campus and its close link to the College of Education provides a benefit to students, parents, and faculty in terms of resources that are uncommon in the typical public school sector. The existing facility has a long history of academic achievement. A.D. Henderson University School is the only one of the four developmental research school affiliated with a state university without a K-12 program or facility. Support for an extension of the school has been evident for over 10 years. This classroom addition is a step in development of the K-12 program. It is not only logical, but also

necessary that these exemplary programs become part of a K-20 continuum that compliments an expanding university community and the state's reform initiatives.

B. GENERAL PROJECT DESCRIPTION

This project targets the school's need to respond to the new state class size reduction statute. Given the current criteria of that mandate, the school will need additional class space to retain and slightly expand its current student population. It is envisioned that suitable space would be built to house grades 5, 6, 7 and 8 by accommodating approximately 40 new students and 224 current students.

The building would be divided into two large learning suites of about 75 students and 4 teachers each. Each suite would have 2 single stall restrooms, a common teacher planning area (including tables and chairs suitable for seminars or small group work up to 12 students or adults), a wet/science area, a lecture room, a quiet learning area, a faculty restroom, associated storage for each teacher and related electrical/communications/mechanical areas. These would be differentiated spaces, but designed using glass and solid walls to maximize utility efficiencies, natural light, learning effectiveness, emerging technologies and student/faculty safety. The suites would be "owned" by interdisciplinary teams of teachers that plan collaboratively the best way to use the space, time and resources to achieve specific learning objectives for each child. The sizes of the student grouping would vary as the nature of the activity changed. Students would have ready access to technologies and for safety purposes teachers in other areas could see students as needed. Teachers would be working in a more shared, collegial atmosphere in which the continual growth of each could be supported by the daily interactions and observations of other teachers on the team. The lecture area, as a self-contained space, could be used for noisy or quiet activities, plays or science fair, technology displays (SMART Board) or traditional large group lecture. Each lecture area for the designated suite would accommodate about 31 students in a lecture environment, set up with removable 18" wide lecture type foldable tables and stackable chairs which could be stored as needed in contiguous closets. The end of the wet area would be countered with 3 sinks, a demonstration table (provide pluming, electrical and data connections) and flat tables for activities such as science, but would not be equipped for hazardous materials or gas. Planning of the facility should include weekend and off-hours use by the university, civic groups and after school functions with security card access limited to the lecture area and adjacent restrooms to protect computer equipment, student files and other resources. The new space should enhance the school's mission of teaching, research and service by developing and demonstrating a new model to improve student and teacher performance while ensuring safety and appropriate usage using frugal, functional design and construction methods.

A future phase will provide for another similar unit to accommodate an additional 150 students.

C. PROJECT GOALS

The current ADHUS mission reflects the developmental research school's purpose of providing a vehicle to conduct research, demonstration, and evaluation regarding management, teaching,

and learning. This will continue to be the focus of the with the classroom expansion. The three-fold mission provides the following:

An environment for the systematic research, evaluation, and development of commercial or prototype materials and techniques adaptable to other Florida public or private schools, supported by school and university researchers and/or private sector partners.
A demonstration site for the College of Education, providing an ideal setting for the observation of current instructional styles and strategies. Placement for pre-student teaching and student teaching undergraduate elementary and secondary education students. A site for statewide, in-service clinical educator training. A setting where university faculty, school faculty, and graduate students can design, demonstrate, and analyze the effectiveness of new instructional materials, technological advances, and strategies under controlled conditions.
A quality education for all students enrolled in the school, which ultimately prepares all graduates for success in postsecondary education and the workplace. Committed involvement from post-secondary, business and community partners.

School Environment 1) To provide a safe and secure environment which will encourage and develop the full potential of the student academically, intellectually, emotionally, socially, and physically, 2) To provide functional teamwork involving parents, teachers, administrators, and staff to foster the well being of the students and the school community, and 3) to provide a non-threatening but structured and disciplined learning system that explores cultural diversity and encourages the development of self-discipline and self-esteem.

Curriculum 1) To provide knowledge and understanding of the American cultural heritage as well as an appreciation of global communities, 2) to provide a superior academic program which introduces practices and applies competencies in reading, writing, mathematics, science, social science, humanities, engineering, and technology, 3) to provide for development and application of critical thinking and problem-solving skills, creative ability and self-expression, and appreciation of the arts and humanities, and 4) to provide knowledge of and appreciation for the physical world with an emphasis on human health and the world's environment and ecology.

Instruction 1) to provide a variety of instructional techniques and methods which integrate research and theory into practice, 2) to provide the use and application of technology to enhance the learning environment, and 3) to provide alternative learning situations and experiences that advance the learning of the individual students which help them make intelligent decisions.

Service to the Community 1) to provide a site for the field-testing and evaluation of educational curricula, 2) to provide a site for outdoor recreational activities, and 3) to provide student and teacher services to the community-at-large.

D. DESIGN OBJECTIVES

Functional Requirements

The building must meet the functional and operational requirements as described within this building program and as determined to be required during the design phase of the project development.
The building systems (structural, architectural, mechanical, plumbing, electrical and data) shall be designed to meet the needs of the present as well as being capable to adapt to future expansion. The building systems must also provide for the physically disabled, building security, fire safety, emergency lighting/power system (which would incorporate the new solar/batter system) information technologies, as well as facility and maintenance services.

Aesthetic

The building design should reflect the characteristics of the Campus with respect to innovation and artistic content. The quality of construction and materials selection should be compatible with, and complement, the existing University physical environment, and the design should incorporate interior and exterior space responsive to the Florida climate.

Operation and Maintenance

The building design shall consider efficiency and ease of operational and maintenance requirements, including energy efficiency, centralized controls, HVAC security, fire alarm systems, etc.

The selection of the building materials to be used shall include consideration of the appearance, durability, maintenance characteristics as well as compatibility with adjacent buildings and site conditions. Facility maintenance shall be considered a very important part of the building design for both the selection of the interior finishes and exterior material.

The Architect/Engineer shall provide calculations showing the annual energy cost associated with the selected systems, as well as anticipated labor and material maintenance cost. A Life Cycle Analysis of the “base design” HVAC system versus an Energy recovery option shall be done along with the recommendation from the Architect/Engineer.

Orientation and Configuration

The location of the building and its entrance and service elements shall provide a logical response and contribute to the goals, objectives and policies set forth in the current approved Master Plan.

The relationship of the building on the site shall consider the location of the existing and future improvements, functional relationships with adjacent existing buildings, utility requirements, orientation (as related to passive solar control), prevailing breezes, natural light and climatic considerations (rain, temperature, etc.). The geometry of the building and the building

configuration shall be determined based upon the Architect's understanding of the relationships of the functional elements within the building. The roof plane of the building shall provide sufficient slope to remove all water through the roof drainage system. The form of the building shall consider design criteria such as passive solar design, physically disabled access, and relationship in scale of the building components, materials and window/door areas.

UNIVERSITY PLANNING AND DESIGN OBJECTIVES

Tree Preservation:

Tree preservation and protection is a high priority. Existing trees should be saved and incorporated into the total design whenever possible.

Landscaping and Exterior Lighting:

Landscaping and exterior lighting shall be incorporated into design not only for function and aesthetics but also for security and safety.

Walkways:

Walkways are the primary modes of transportation to, and from the main campus. Site design for this project must include adequate walkways fully integrated with the existing pedestrian circulation networks, which are convenient, and safe. Provide covered walkway from the new building to the existing building.

Pedestrian and Vehicular Traffic:

Separate pedestrian and vehicular traffic, and separate service vehicles from student and staff automobile traffic. The vehicular access to this facility shall minimize the vehicle load on campus roads. Parking for staff and students shall be separated as well as a separate area for parent drop-off. Unimpaired access for emergency vehicles is considered essential in all site development plans.

Design for Future Expansion and Renovation:

The site and building shall be designed to allow flexibility for future growth and change. The usable life of the facility shall be extended by incorporating features for remodeling and expansion designed to reduce future renovation costs.

Contextual Site and Building Design:

Site and building shall emphasize the design of the total campus entity rather than the individual buildings. While each building is required to be designed as an appropriate response to its particular program, budget, and site requirements, it must also be compatible with the existing fabric of the campus. The design of the building must enrich the campus both functionally and aesthetically, relating to adjoining buildings, not competing with them.

Project Budget:

The University expects the architect to develop design and contract documents, which will be consistent with the established project budget. This obligation is mandatory. The Architect shall work with the University and/or University's construction management consultant to prepare a cost breakdown at each stage of the project design. If these estimates exceed the budget at any stage the architect will work with the University to modify the design or the program to conform to the budget. However, the design may not vary from the program without University approval.

E. CONSTRUCTION DELIVERY METHOD

Since the total construction cost for the first phase of this facility is less then $1 million dollars, the University recommends the utilization of the continuing services Architect/Engineer and Construction Management firms currently under contract.

A. STATE UNIVERSITY SYSTEM OF FLORIDA MASTER PLAN

The programs housed within the new facility are consistent with the current adopted master Plan. All programs were approved by the former Board of Regents.

VI. SPACE NEEDS ASSESSMENT A.D. HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION

A. SPACE NEEDS ASSESSMENT

This project targets the school's need to respond to the new state class size reduction statute. Given the current criteria of mandate, the school will need additional class space to retain and slightly expand its current student population.

B. NEW FACILITY JUSTIFICATION

The justification for this facility is meet the mandate provided within the legislation enacted by the 2003-A Special Session of the Florida Legislature to address the requirements set forth in the Article IX of the State Constitution, commonly referred to as the Class Size Amendment.

C. STATISTICAL JUSTIFICATION

Not Applicable.

D. DIFFERENCE BETWEEN PROJECT AND SURVEY RECOMMENDTIONS

A survey recommendation for this program was submitted on November 10, 2003 for the survey year 2003-2008.

VII CONSISTENCY WITH THE ADOPTED CAMPUS MASTER PLAN
A.D. HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDTION

A. THE ADOPTED CAMPUS MASTER PLAN

The proposed project is consistent with all elements of the Updated Campus Master Plan prepared and adopted by the University's Board of Trustees on November 6, 2001 and subsequently adopted by Florida Board on Education on August 29, 2002.

Specifically this project is identified on the Ten Year Priority List for New Facilities, included in the Appendix to Capital Improvements Henderson High School Location 46 Figure A.1. This Classroom Addition will be a small phase of the greater project which is identified as an 81,000 square foot facility to accommodate 500 high school students.

SITE CONDITIONS

The proposed A.D. Henderson School expansion is to be located in the area north of the existing school in the general area of the soccer fields. The proposed location is identified on the Campus Master Plan Amendment dated 2001. For the specific location map see the amended Campus Comprehensive Master Plan on the following page.

A. SITE TOPOGRAPHY

The site is generally, flat and is bordered on the east and north sides by canals.

There are no apparent drainage problems on site with surface storm water generally flowing to the northeast.

B. SOIL CONDITIONS

Subsurface evaluations will be required for design in order to provide an accurate plot of the elevations of various strata, establish allowable bearing values for foundations at various elevations, give guidance for selection of a proper foundation for the building and to estimate strength and compressibility of the soil strata. Evaluation of potential settlement for particular foundation types will also be necessary.

C. CIRCULATION/ACCESS

Vehicular access to the site can be provided from Lot 26E.

Pedestrian access to Palm Beach Community College and Florida Atlantic University main campus shall be incorporated in the design and connect to the existing walkway system.

D. SITE VEGETATION

The proposed site is generally flat. Vegetation consist of turf grass.

E. ARCHEOLOGICAL HISTORY

The site, although undeveloped, has been surrounded by construction since the campus was established. It is considered an urban condition and is not proximate to any known or suspected archeological sites.

F. UTILITIES

All utilities are available adjacent to the site. University utility services include potable water, sanitary sewer, chilled water lines, reclaimed water for irrigation, electrical power, natural gas and trash collection. The existing utilities are adjacent to the proposed site, and the cost to bring them to the specific building will be part of the overall project cost. Several utilities run through the site such as irrigation water and sanitary sewer which may require relocation based on the location of the facility.

G. PROXIMITY TO ARCHITECTURALLY SIGNIFICANT STRUCTURES, AND IMPACT

The project is not adjacent to any architecturally significant structures. The new Building will be in close proximity to the existing A.D. Henderson School and shall be designed with those buildings in context.

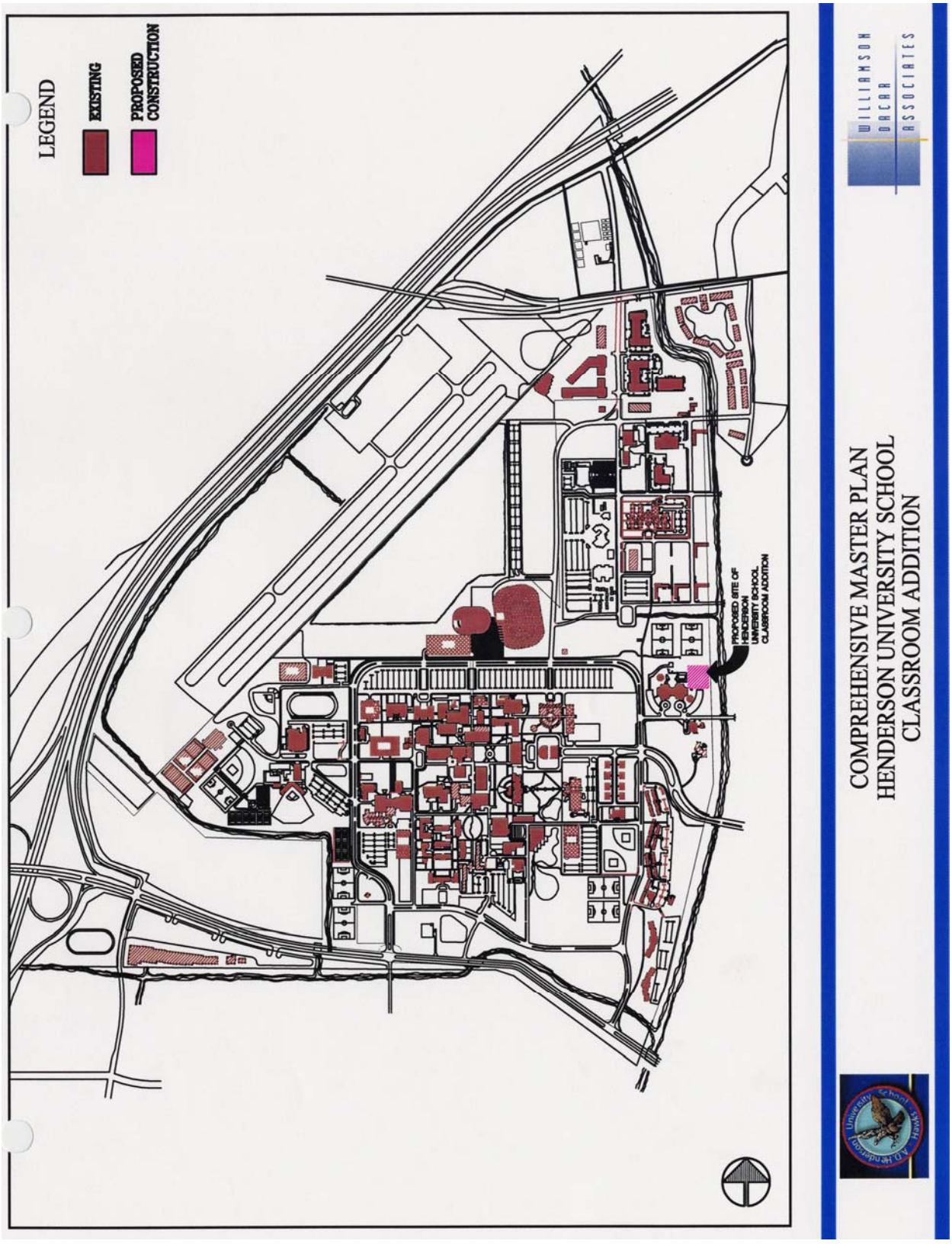
H. DIRECTION OF PREVAILING WINDS

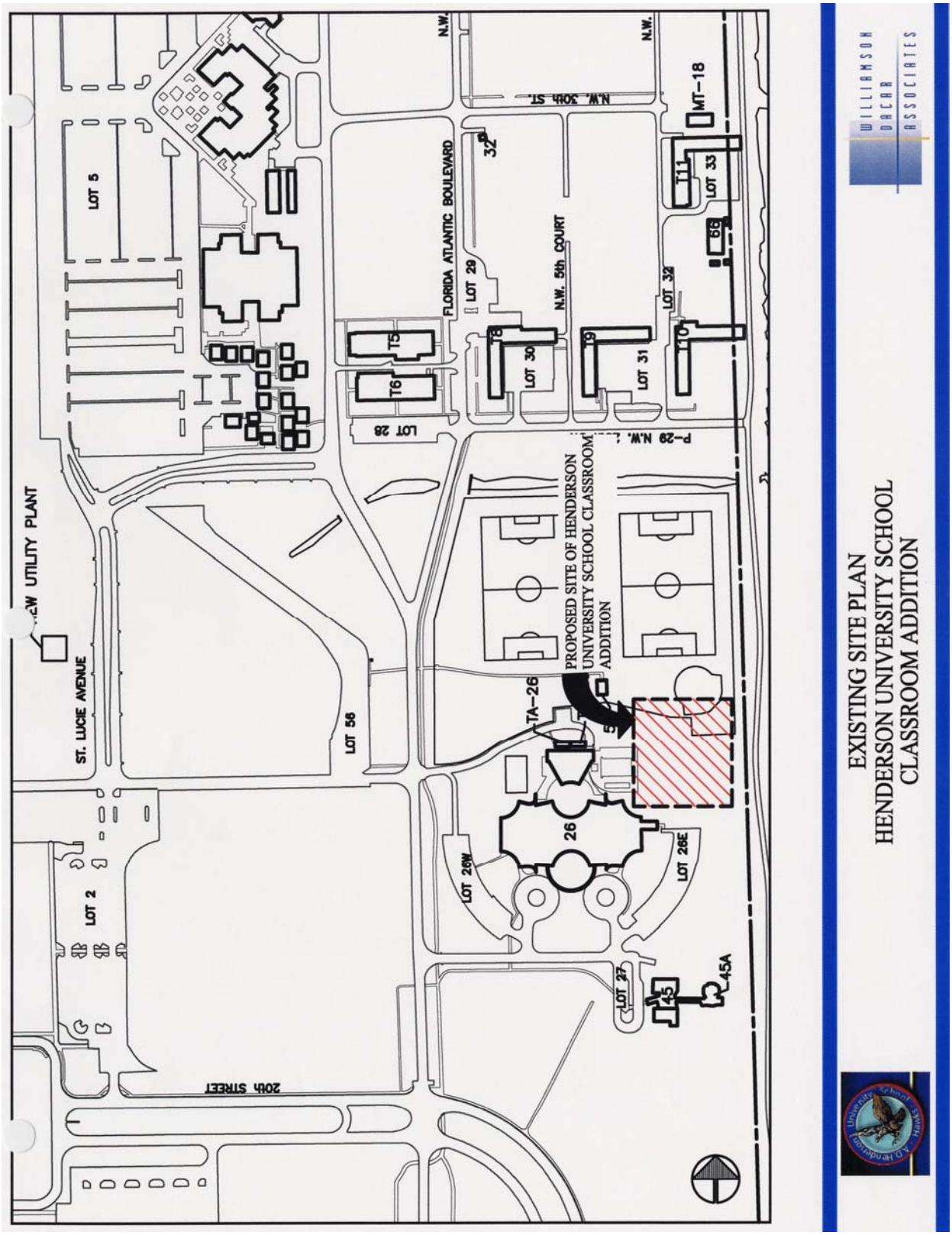
There i**s** no University wide study of the prevailing wind patterns. Generally the wind patterns vary seasonally reflecting the global patterns associated with the summer tropic air currents from the southeast and winter arctic winds from northwest. More importantly, the Architect must study the effect of microclimate created by existing tree canopy and site conditions (in addition to the relationship to adjacent building exhaust, fresh air intake and vehicular traffic patterns) in siting the building and in designing for views and HAVC/MEP systems.

CAMPUS MAP & SITE MAP

Refer to Section X, Utilities Impact Analysis for site utility maps

DESCRIPTION (Maps follow end of this SITE ANALYSIS Section)
Comprehensive Master Plan
Existing Site Plan
Conceptual Site Layout


LEGEND
EXISTING
PROPOSED CONSTRUCTION
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
COMPREHENSIVE MASTER PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
WILLIAMSON DACAR ASSOCIATES


EXISTING SITE PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
WILLIAMSON DACAR ASSOCIATES
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
ST. LUCIE AVENUE
20th STREET
FLORIDA ATLANTIC BOULEVARD
N.W. 5th COURT
N.W. 30th ST.
LOT 5
LOT 2
LOT 56
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 26W
LOT 26E
LOT 27
T5
T6
T8
T9
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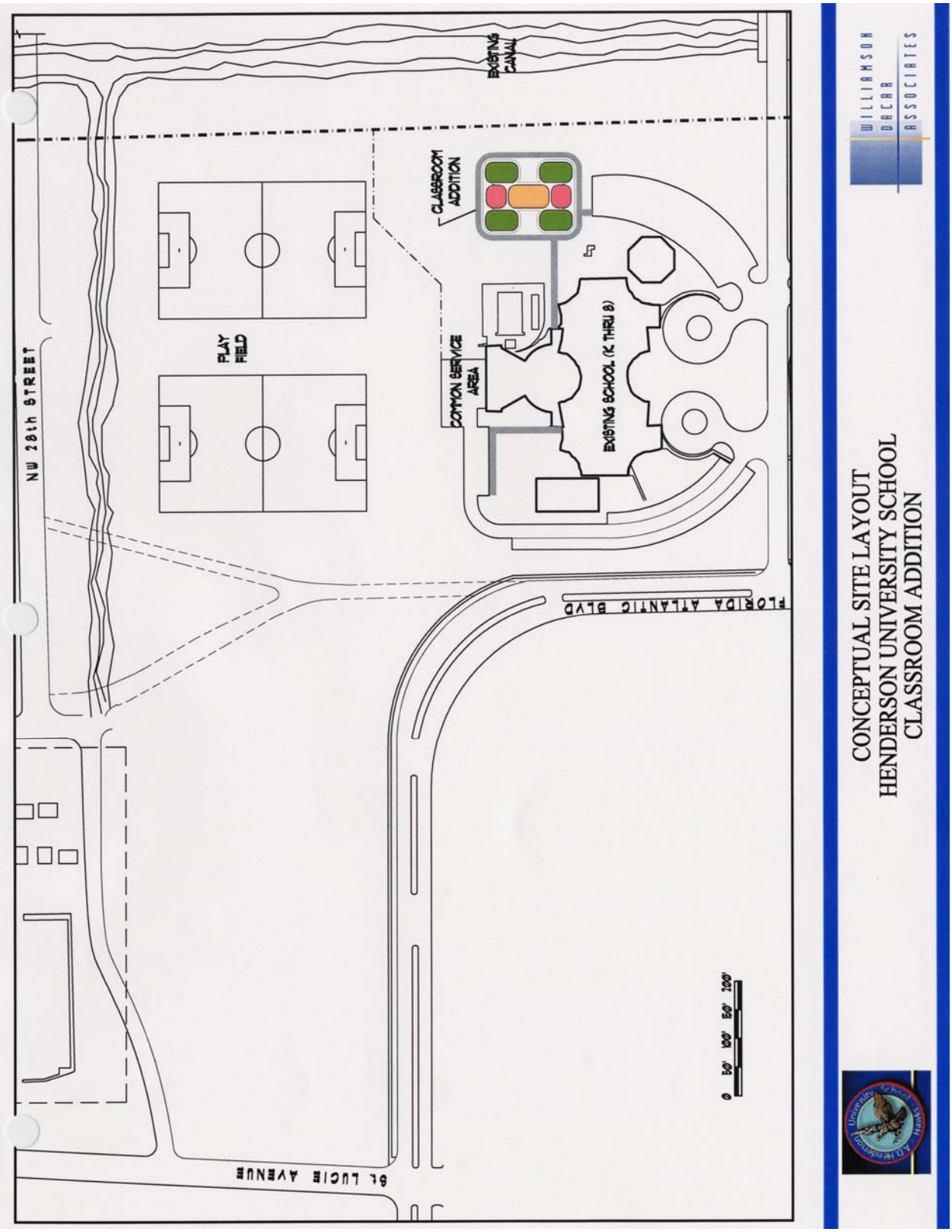
T11
MT-18
TA-26
26
45
45A


EXISTING CANAL
CLASSROOM ADDITION
PLAY FIELD
COMMON SERVICE AREA
EXISTING SCHOOL (K THRU 8)
NW 28th STREET
FLORIDA ATLANTIC BLVD
St. LUCIE AVENUE
0 50' 100' 150' 200'
WILLIAMSON DACAR ASSOCIATES
CONCEPTUAL SITE LAYOUT
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION

Description	No. of Stations	NSF/ Station	Area Space	Number of Spaces	Total Area	Total Stations
GENERAL CLASSROOM/LEARNING CENTER						
Seminar Room	31	20	620	2	1,240	62
Learning Centers	44	30	1320	2	2,640	88
Storage, Material		595	595	1	595	
Student Restroom		35	35	4	140	
Teacher Restroom		35	35	1	35	
Teacher Planning Area	4	100	400	2	800	8
Total NSF					***5,450***	***158***
CUSTODIAL						
Custodial Storage		110	110	1	110	
Equipment Storage		110	110	1	110	
Total NSF					***220***	
Grand Total					***5,670***	
NON-ASSIGNABLE AREAS						
Mechanical Room					TBD	
Electrical Rooms					TBD	

Notes:

Since the open layout plan minimizes the need for corridors, any residual space from the gross area should be added to the learning centers to allow for greater number of stations.

Entry lobby areas to have vinyl composite tile floors. Entry doors to be single storefront glass doors.

The bathrooms are to be equipped with hot air dryers instead of paper dispensers.

Provdie a covered walkway extending from the new facility to the existing Henderson School.

SPACE DESCRIPTION FORM

SPACE NUMBER			
DEPARTMENT:	Instructional		
AREA:	Instructional		
SPACE NAME:	**Lecture Room**		
DESCRIPTION / USE:	Enclosed Instructional Space within Learning Center		
SUS SPACE CATEGORY:	Classroom	ROOM USE CODE:	110
PERSONNEL ASSIGNED / MAX.:	31 Students		
DIMENSION / AREA:	620 NASF		
NUMBER REQUIRED:	2 (one associated with each learning center)		
RELATIONSHIPS			
PRIMARY:	Teacher Planning, Entry		
SECONDARY:	Learning Center		
ARCHITECTURAL CRITERIA			
FLOORS:	Carpet		
WALLS:	Construction and finish of all walls shall comply with S.R.E.F.		
CEILINGS:	Acoustical Tile		
DOORS:	Per S.R.E.F., small glass panel in doors		
WINDOWS:	Per S.R.E.F. All exterior windows in educational spaces shall have mini blinds to provide light control.		
LIGHTING:	Lighting shall be controlled from all entrances to a space. Lighting shall be designed to allow for the lowering of light levels to allow for AV presentations.		
ACOUSTICAL:	All instructional and student-occupied spaces shall have the transfer of noise limited so that the educational process will not be affected.		
MECHANICAL CRITERIA			
HVAC:	Per S.R.E.F., individual room controls		
PLUMBING:	All drinking fountains inside buildings shall be electric water-coolers providing chilled water.		
DATA/COMMUNICATIONS:	Clocks in each classroom, data/communications to be state of the art (minimum two drops), intercom system, wireless access		
ELECTRICAL:	Per S.R.E.F. and technology requirements, provide connection for overhead projector		
FURNITURE/EQUIPMENT			
FURNITURE (OWNER):	18" Seminar Tables for 60 Students 60-Chairs 1 – Teacher Desk 1 – Teacher Chair		
EQUIPMENT (OWNER):	1 – TV/VCR with Mobile Cabinet Stand, 54" High 1 - Projection Panel 1 – LCD 1- Smartboard		
FURNITURE (CONTRACTOR):			
EQUIPMENT (CONTRACTOR):	Minimum 60 inch pull-down screen 32 ft. Whiteboard 1 – Mounting rail with map hanger, slide hooks, and brackets above the whiteboard		
SUPPLEMENTAL INFORMATION/REQUIREMENTS			
Provide secondary access to the lecture room directly from the lobby.			

SPACE DESCRIPTION FORM

SPACE NUMBER			
DEPARTMENT:	Instructional		
AREA:	Instructional		
SPACE NAME:	**Learning Center**		
DESCRIPTION / USE:	Open plan instruction space divided into two sections one area for Science and math, the other area for Social Science and Computers. Each section to accommodate at least 22 stations		
SUS SPACE CATEGORY:	Classroom Service	ROOM USE CODE:	110
PERSONNEL ASSIGNED / MAX.:	44 Students		
DIMENSION / AREA:	1320 NASF each		
NUMBER REQUIRED:	2		
RELATIONSHIPS			
PRIMARY:	Teacher Planning, Storage, Entry		
SECONDARY:			
ARCHITECTURAL CRITERIA			
FLOORS:	Carpet / VCT to be provided near the demonstration desk and counter for the science area		
WALLS:	Construction and finish of all walls shall comply with S.R.E.F.		
CEILINGS:	Acoustical tile		
DOORS:	Per S.R.E.F. Windows in doors to teacher planning spaces.		
WINDOWS:	Per S.R.E.F. (maximize use of windows for day lighting and interior visibility to monitor students) All exterior windows in educational spaces shall have mini blinds to provide light control.		
LIGHTING:	Fluorescent lighting – utilize diffusers or baffles to reduce glare		
ACOUSTICAL:	Spaces shall have the transfer of noise limited so that the educational process will not be affected.		
MECHANICAL CRITERIA			
HVAC:	Per S.R.E.F.		
PLUMBING:	Provide 3 sinks at the science counter – counter to have base cabinets bellow and wall cabinets above Provide pluming (potable/sanitary connections) at the demonstration desk		
DATA/COMMUNICATIONS:	Intercom system, Clocks in each classroom, data/communications to be state of the art – (provide a minimum of 12 drops in the science/math area and 24 drops in the social science/computers section) Data connection at counters and demonstration desk		
ELECTRICAL:	110V outlets at counters and demonstration desk Per S.R.E.F. & technology requirements		
FURNITURE/EQUIPMENT			
FURNITURE (OWNER):	44- Student Desks 44- Student chairs		
EQUIPMENT (OWNER):	1- TV/VCR with Mobile Cabinet Stand, 54" high 1- Projection Panel 1- Overhead Projector Computer Learning Center- 30- Computer Stations, including desk, chair and computer.		
FURNITURE (CONTRACTOR):	Tall, lockable storage cabinets, 3' wide x 6' tall x 24" deep, adjustable shelves Science Learning Center 1- Science Demonstration Table 1- counter with 3 sinks with cabinets above and below the counter (provide adequate power and data drops at all counters) desk height counter on opposite wall of the science counter desk height counters along opposite walls of the science/math area		
EQUIPMENT (CONTRACTOR):	32 ft. Whiteboard		

	1 – Mounting rail with map hanger, slide hooks, and brackets above the whiteboard 32 linear feet of tackboard 3 inches wide

SUPPLEMENTAL INFORMATION/REQUIREMENTS

- Each learning center should have a science/Math center and a Computer/Social Science Center
- The passageway connecting the sections within the learning center should be lined with book cases to serve as the resource center.

SPACE DESCRIPTION FORM

SPACE NUMBER	
DEPARTMENT:	Instructional

AREA:	Instructional		
SPACE NAME:	**Teacher Planning General Classrooms**		
DESCRIPTION / USE:	Planning		
SUS SPACE CATEGORY:	Classroom Service	ROOM USE CODE:	115
PERSONNEL ASSIGNED / MAX.:	4		
DIMENSION / AREA:	400 NASF each		
NUMBER REQUIRED:	2		
RELATIONSHIPS			
PRIMARY:	Storage, Classroom, Adult Restroom		
SECONDARY:			
ARCHITECTURAL CRITERIA			
FLOORS:	Carpet / VCT in front of counter with sink		
WALLS:	Construction and finish of all walls shall comply with S.R.E.F.		
CEILINGS:	Acoustical tile		
DOORS:	Per S.R.E.F. Windows in doors to teacher planning spaces.		
WINDOWS:	Per S.R.E.F. All exterior windows in educational spaces shall have vertical blinds to provide light control. Include windows from this space to the Learning Center for visual monitoring of students		
LIGHTING:	Lighting shall be controlled from all entrances to space.		
ACOUSTICAL:	Spaces shall have the transfer of noise limited so that the educational process will not be affected.		
MECHANICAL CRITERIA			
HVAC:	Per S.R.E.F.		
PLUMBING:	A single sink is to be located in the built-in counter.		
DATA/COMMUNICATIONS:	Minimum of one (1) data drop (phone, data, printer/fax) per Teacher.		
ELECTRICAL:	Per S.R.E.F. & technology requirements		
FURNITURE/EQUIPMENT			
FURNITURE (OWNER):	1 – Teacher Chair for each Teacher 1- work carrel per teacher – carrel to have overhead storage and file drawer 1 – two-Drawer lateral File Cabinet, Lockable, for each Teacher		
EQUIPMENT (OWNER):	1- Computer Work Station, per Teacher 1- Phone plug-Computer plug, for each teacher desk.		
FURNITURE (CONTRACTOR):	Built-in work counter minimum 8' long with sink and area for microwave, and small refrigerator		
EQUIPMENT (CONTRACTOR):			
SUPPLEMENTAL INFORMATION/REQUIREMENTS			

SPACE DESCRIPTION FORM

SPACE NUMBER	

DEPARTMENT:	Instructional		
AREA:	Instructional		
SPACE NAME:	**Material Storage**		
DESCRIPTION / USE:	Storage		
SUS SPACE CATEGORY:	Central Service Support	ROOM USE CODE:	755
PERSONNEL ASSIGNED / MAX.:			
DIMENSION / AREA:	595 NASF (divided into smaller areas)		
NUMBER REQUIRED:	Provide 1 storage space for each teacher (4 in each learning center) – The storage space for science should be disproportionately larger then the other storage rooms. Each seminar room should have adequate space for storing the tables and chairs.		
RELATIONSHIPS			
PRIMARY:	Instructional Space, Teacher Planning		
SECONDARY:			
ARCHITECTURAL CRITERIA			
FLOORS:	Vinyl composition tile		
WALLS:	Per S.R.E.F.		
CEILINGS:	Acoustical tile		
DOORS:	Solid		
WINDOWS:	None		
LIGHTING:	Fluorescent		
ACOUSTICAL:	Standard		
MECHANICAL CRITERIA			
HVAC:	Per S.R.E.F.		
PLUMBING:	None		
DATA/COMMUNICATIONS:	Minimum 1 drop per room		
ELECTRICAL:	Per S.R.E.F.		
FURNITURE/EQUIPMENT			
FURNITURE (OWNER):			
EQUIPMENT (OWNER):			
FURNITURE (CONTRACTOR):	Built in adjustable shelving within the storage closets allocated for each teacher.		
EQUIPMENT (CONTRACTOR):			
SUPPLEMENTAL INFORMATION/REQUIREMENTS			

SPACE DESCRIPTION FORM

SPACE NUMBER	
DEPARTMENT:	School Support
AREA:	
SPACE NAME:	**Equipment Storage**

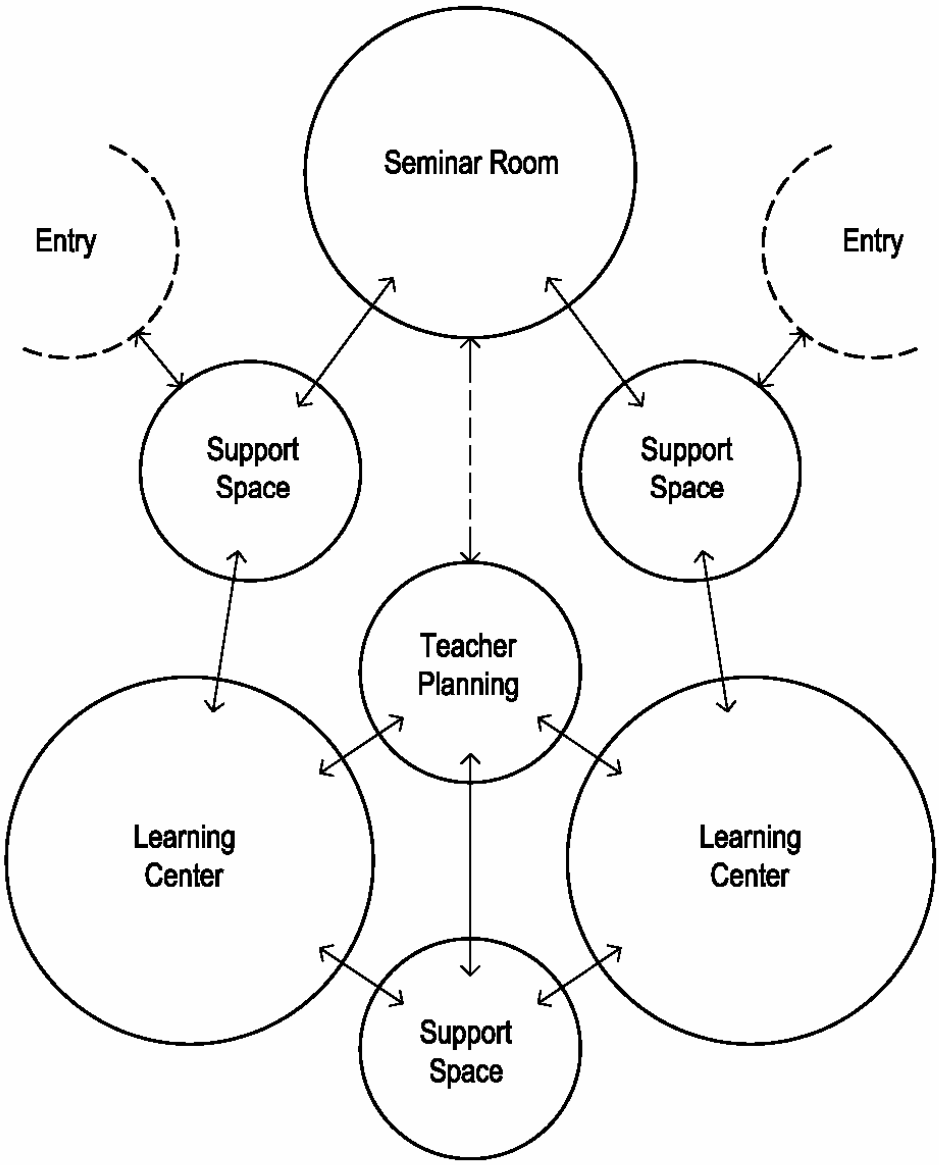
DESCRIPTION / USE:	Storage		
SUS SPACE CATEGORY:	Central Service Support	ROOM USE CODE:	755
PERSONNEL ASSIGNED / MAX.:			
DIMENSION / AREA:	110 NASF		
NUMBER REQUIRED:	1		
RELATIONSHIPS			
PRIMARY:			
SECONDARY:	Instructional Space		
ARCHITECTURAL CRITERIA			
FLOORS:	Vinyl composition tile		
WALLS:	Per S.R.E.F.		
CEILINGS:	Acoustical tile		
DOORS:	Solid		
WINDOWS:	None		
LIGHTING:	Fluorescent		
ACOUSTICAL:	Standard		
MECHANICAL CRITERIA			
HVAC:	Per S.R.E.F.		
PLUMBING:	None		
DATA/COMMUNICATIONS:			
ELECTRICAL:	Per S.R.E.F.		
FURNITURE/EQUIPMENT			
FURNITURE (OWNER):			
EQUIPMENT (OWNER):	Shelving		
FURNITURE (CONTRACTOR):			
EQUIPMENT (CONTRACTOR):			
SUPPLEMENTAL INFORMATION/REQUIREMENTS			

SPACE DESCRIPTION FORM

SPACE NUMBER	
DEPARTMENT:	School Support
AREA:	
SPACE NAME:	**Custodial Storage**

DESCRIPTION / USE:	Storage		
SUS SPACE CATEGORY:	Central Service Support	ROOM USE CODE:	755
PERSONNEL ASSIGNED / MAX.:			
DIMENSION / AREA:	110 NASF (Could be broken down into multiple spaces)		
NUMBER REQUIRED:	1		
RELATIONSHIPS			
PRIMARY:	Custodial Receiving		
SECONDARY:	Instructional Space		
ARCHITECTURAL CRITERIA			
FLOORS:	Vinyl composition tile		
WALLS:	Per S.R.E.F.		
CEILINGS:	Acoustical tile		
DOORS:	Solid		
WINDOWS:	None		
LIGHTING:	Fluorescent		
ACOUSTICAL:	Standard		
MECHANICAL CRITERIA			
HVAC:	Per S.R.E.F.		
PLUMBING:	Janitor sink		
DATA/COMMUNICATIONS:			
ELECTRICAL:	Per S.R.E.F.		
FURNITURE/EQUIPMENT			
FURNITURE (OWNER):			
EQUIPMENT (OWNER):	Shelving		
FURNITURE (CONTRACTOR):			
EQUIPMENT (CONTRACTOR):			
SUPPLEMENTAL INFORMATION/REQUIREMENTS			

LEARNING SUITE



X. UTILITIES IMPACT ANALYSIS A.D. HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION

A. UTILITIES IMPACT ANALYSIS

The proposed Classroom Addition Facility shall be served by the following utility systems: sanitary sewer, potable water, fire protection, electrical distribution, telecommunications, natural gas, storm water and irrigation. The Architect shall review all systems in the context of the University's Master Utility Plan elements and recommend the most appropriate and/or cost effective method of utility service implementation.
A survey of all underground utilities will be required prior to design in order to verify the location of existing utilities.
The following is a general description of the existing utilities and requirements for the proposed facility. At the end of this section there are drawings, which indicate the location of the existing utilities. It should be noted that an FAU excavation permit is required prior to digging for all utilities.

CHILLED WATER:
Based on the estimated 8,500 GSF and occupancy of 150 persons, the anticipated cooling load is approximately 80 tons. Provide an 45 ton air cooled chiller to supply chilled water to two (2) separate air handling systems, one for each side of the building. Design team to determine the most cost effective supply system, comparing VAV and constant volume. Design consultant shall also prepare a lifecycle cost analysis between the chilled water system described herein, and air- cooled direct expansion system. Chilled water piping design to provide for possible future connection to Campus Utility Plant when expanded for anticipated high school.

HEATING:
A 4" gas line runs North to South on the west side of Florida Atlantic Blvd. in the general area of the site. Florida Public Utilities provides the gas (561-479-4506). It is proposed to utilize gas for a hot water heater to serve both heating hot water and domestic hot water. Reheat coils in ductwork shall be provided with hot water from the gas fired heater. The estimated load on this heater is 500,000 BTU/Hr.

ELECTRICAL:
Overhead power is available to the site from high voltage lines running North to South on the west side of El Rio Canal. The estimated load is 225 KVA. Power is provided by Florida Power and Light (561-265-3185). Service to the building will be 277/480, 3 phase, 4 wires.

POTABLE WATER:
A 6" water main connection from the 12" main in 20th street feeds the RPZ on the east side of the Slattery Addition. A new 6" connection will be made to extend the 6" main to the northeast to provide both domestic water supply and for fire protection. There is adequate capacity for the estimated demand of approximately 35 GPM, and estimated usage of 1750 GPD. Design team shall also investigate the alternate possibility for obtaining water from the 12" main on Florida Atlantic Blvd. to determine the most cost effective solution.

SANITARY:
A lift station located on the North side of the Slattery Addition serves a 4" sanitary line which runs northeast and turns west to connect to the existing sewage ejector on the north side of the Henderson School. It is possible that the foot-print of the new Classroom Addition building will impact the existing 4" sanitary line from the Slattery Building Addition. In any event based on the minimum flow and sanitary requirement for this building it is proposed to install a lift station in this building and connect to the existing 4" sanitary line from the Slattery Building Addition prior to its entry to the Henderson School Sewage ejector. The capacity of the existing 4" sanitary line and the existing sewage ejector are adequate for the requirements, which are estimated at 1750 GPD.

IRRIGATION:
On site irrigation water is supplied from the City of Boca Reclaimed Water system.

STORM WATER MANAGEMENT:
Storm water treatment and retention will be required to be developed for this facility in accordance with the South Florida Water Management District requirements.

NATURAL GAS:
A 4" gas line runs North to South on the west side of Florida Atlantic Blvd. A 2" line running to the existing building. Verify capacity of existing line. Gas line to the building shall be sized and installed by Florida Public Utilities for the estimated load of 120,000 BTU/HR.

TELECOMMUNICATIONS:
The Classroom Addition will be served from the existing Henderson structure using a covered walkway in lieu of trenching. The telecommunications budget of $54,000 will be utilized to provide and install approximately 400 CAT 5E plenum rated cables. There shall be one strand MM fiber to room #40 in the main building. There shall be one 25 pair PE89 cable to room #36 in the main building. Patch cables are included in this work.

FIRE ALARM SYSTEM:
Provide a complete system, compatible with the existing campus wide system and in accordance with codes.

ENERGY MANAGEMENT CONTROL SYSTEM:
Connect to the existing campus wide EMS, to provide data on performance and operation of the system.

SITE LIGHTING:
Site lighting should be designed to adequately serve the facility based on the final design and the building foot print/location on site.

B. BUILDING SYSTEMS

Mechanical and Plumbing

GENERAL: The mechanical design shall be developed to meet ASHRAE Standards and Guidelines for comfort, direction air flow, indoor air quality (IAQ), and the use of pressure differential for control. The HVAC system design specified herein will comply with the Board of Regents requirements.

DESIGN CRITERIA: Design the mechanical system (comfort, ventilation, air change, pressurization, noise and filtration) using ASHRAE Standards and Guidelines and Handbook Fundamental 1997 (or latest year).

HVAC CONCEPT: Considerations for the mechanical system include use of the University energy/management systems, year around operation, back-up capability during equipment breakdown, and special need areas such as the computer laboratories, telephone and computer control rooms. Occupant loads should be reexamined during the program up-date or conceptual schematics design phase.

If functionally feasible, spaces that may be used in the evening and weekends should be grouped together for equipment efficiency. Setback and override systems shall be investigated. An energy management system will be used and is a high priority to meet University Physical Plant requirements.

A review of mechanical system options by the Architect/Engineer shall be presented to the University and Board of Regents. The mechanical systems may be designed as a constant volume system with a night time setback or a variable air volume, with a variable frequency drive. The outside air should be pretreated with constant volume air handling units before it enters the variable volume air handling units.

Instrumentation should be provided to monitor flow rate and temperature of the chilled and hot water within the building with output signals suitable for inputting to the energy management computer (EMS). Instrumentation should also be provided to monitor (by the EMS computer) the flow rates and temperatures of the chilled and hot water lines to individual air handlers.

This instrumentation shall tie into the University's existing EMS system. The Architect/Engineer shall pay close attention to the "Cost Containment Guidelines" established by USF Facilities and Board of Regents.

A fully automatic wet fire-sprinkler system shall be installed throughout the new facility.

Fenestration should be resistive to heat flow and should be shaded on the exterior by such devices as overhangs, indentation or screens. The Architect shall place close attention to the "Building Standards" established by Facilities Planning and Construction and the Cost Containment Guidelines issued by the State University System.

Electrical

Power service to the building shall be from a pad mounted transformer with an output of 277/480 volt service. A transient voltage suppressor shall be provided in incoming electric service.

Lighting, in general, shall be fluorescent, 4 ft., 2, 3, or 4 lamp fixtures using T8 lamps and electronic ballasts. A lightning protection system shall be provided and shall have a master label. Exit lights shall be LED type. Exterior lighting shall provide security at building entrances and parking lot.

Provide wood backboards, 120V power, raceways with cable and fiber optics, floor sleeves, outlets, empty conduits, etc. as per University standards for present and future telephone, video, data or other systems that may be installed in the building. All office spaces shall be wired for microcomputer networking within each department and also to backbone interconnection.

All power feeders shall have 90° insulation. Branch circuit wiring shall be type TW. Raceways exposed to weather or in soil or ground floor slab shall be rigid galvanized steel or schedule 40 PVC. Other raceways shall be EMT. Conduits exposed to potential damage will be rigid metallic, schedule 80, or other materials per NEC.

All panel boards shall have copper buss bars. All conductors shall be copper. No aluminum will be permitted.

Open cable trays should be installed in all corridors with conduit to a computer outlet and telephone outlets.

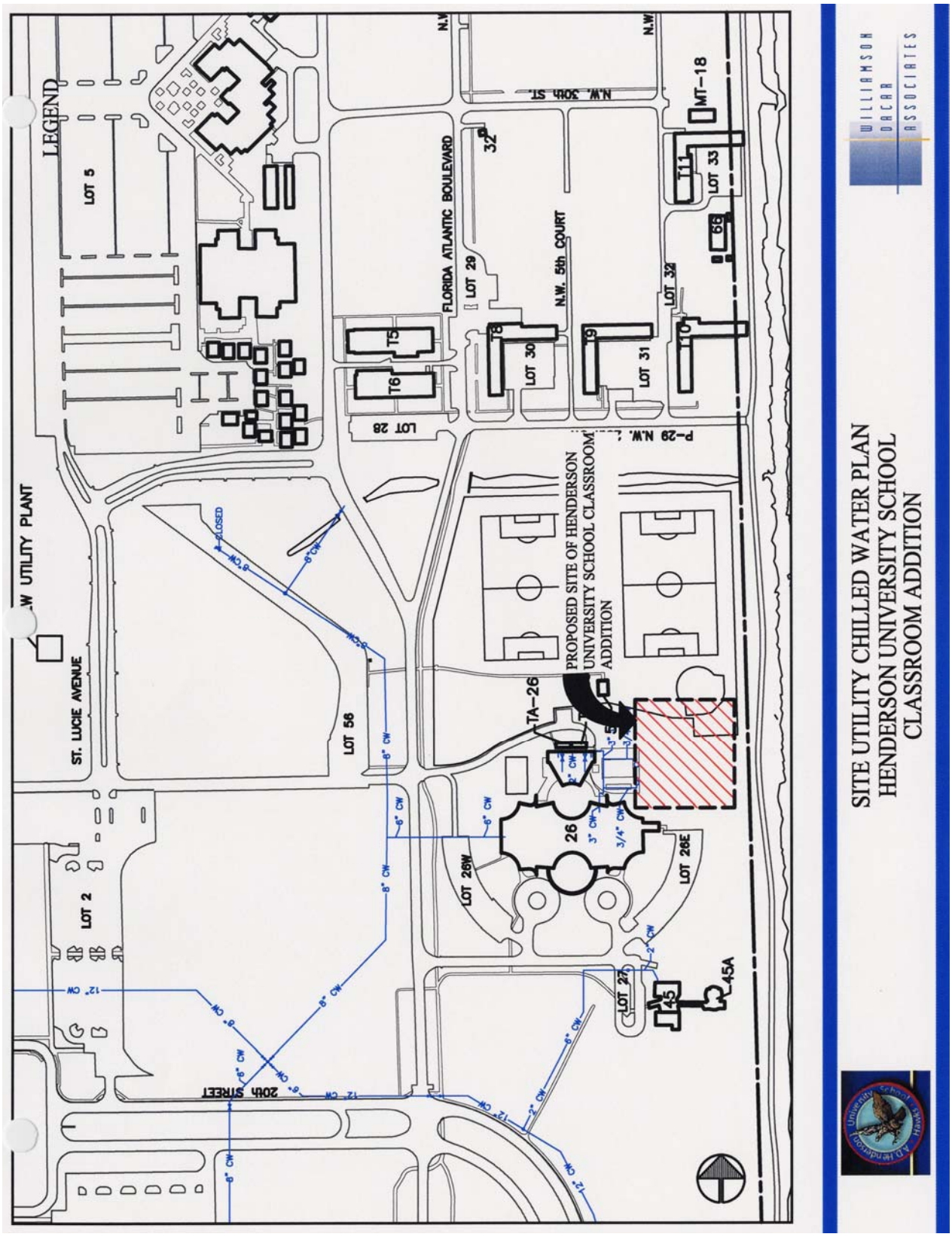
Miscellaneous Requirements

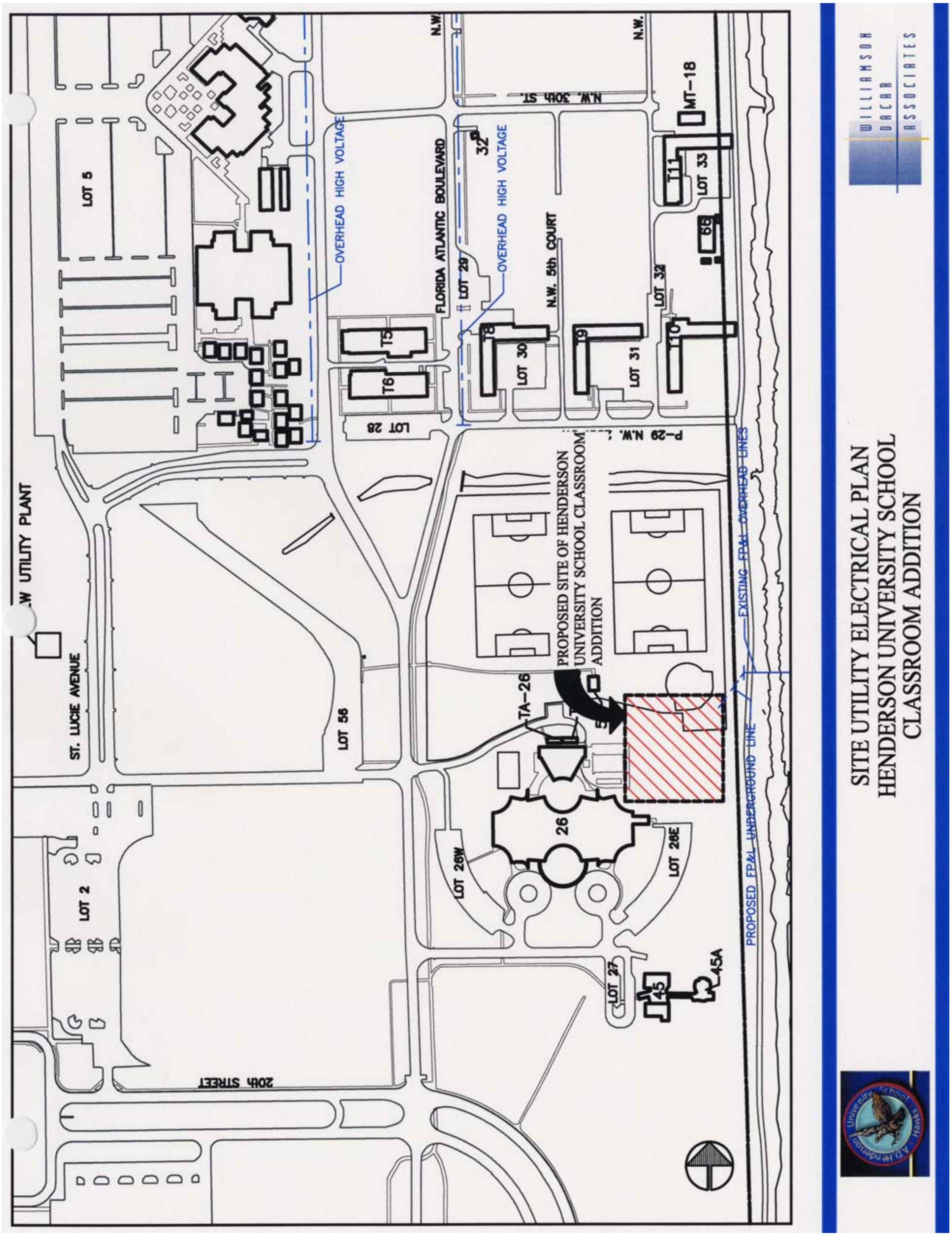
Cooled water drinking fountains, accessible to physically disabled persons, should be provided in the major hallways.

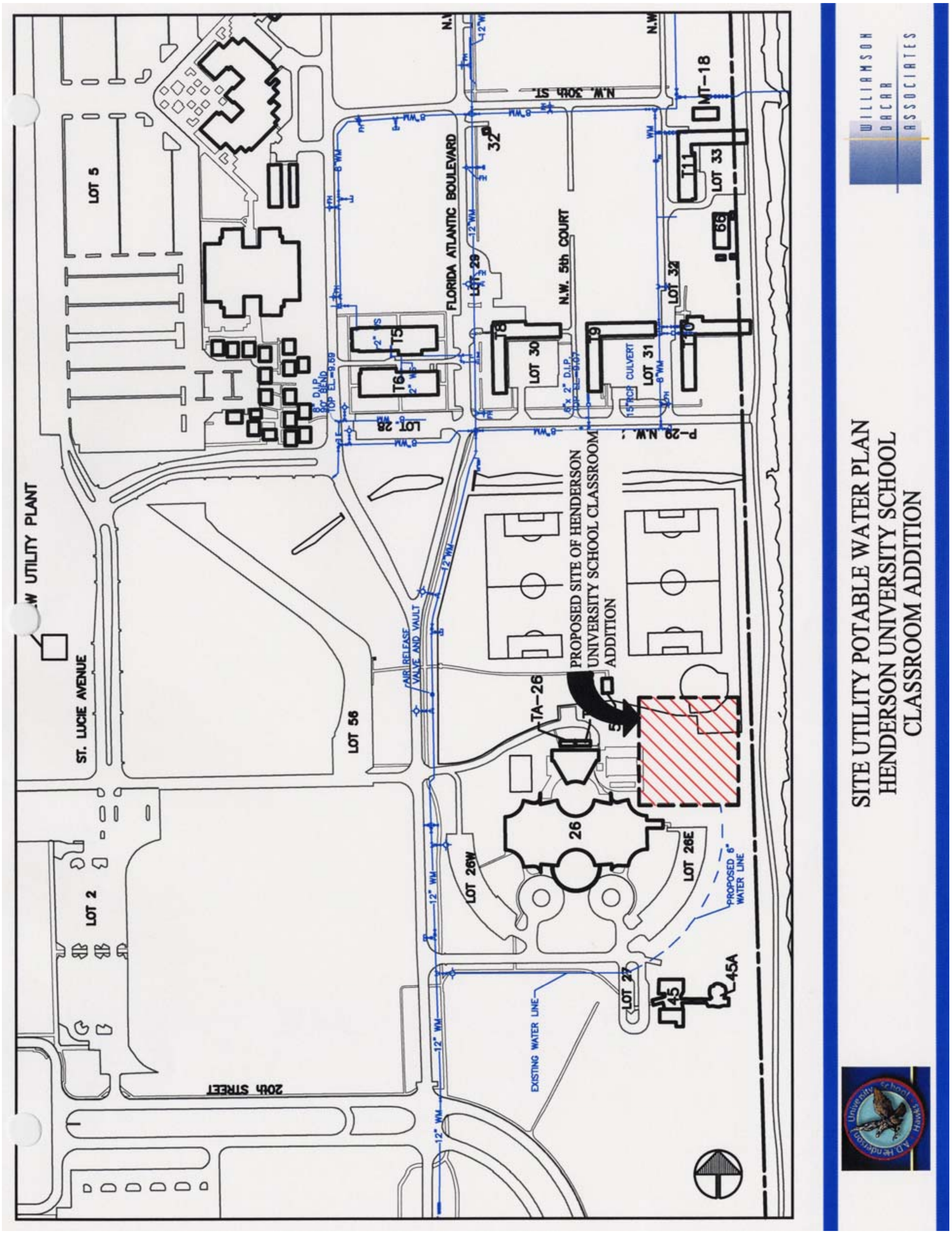
Blinds or other window treatment shall be provided at window locations.

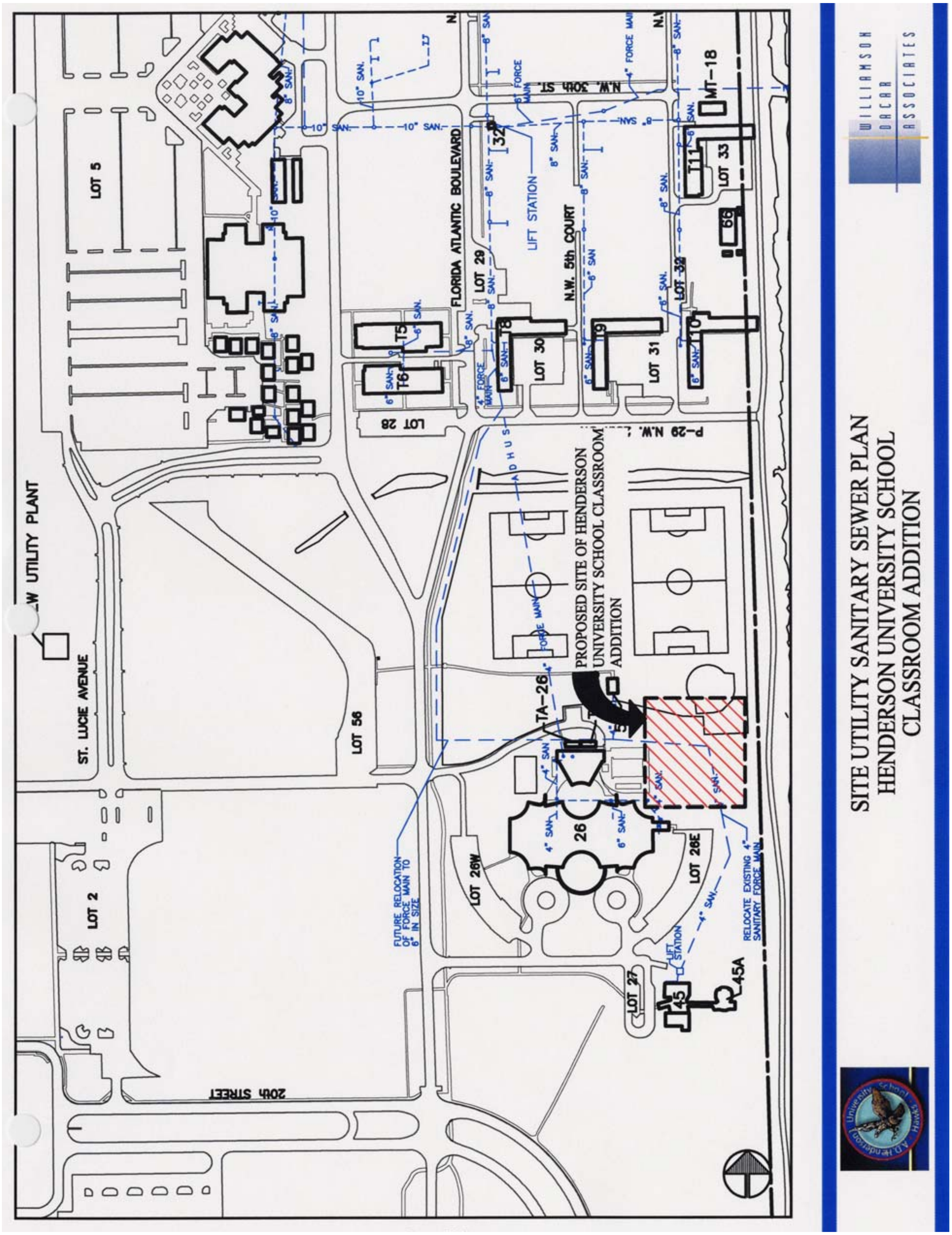
C. UTILITIES MAPS

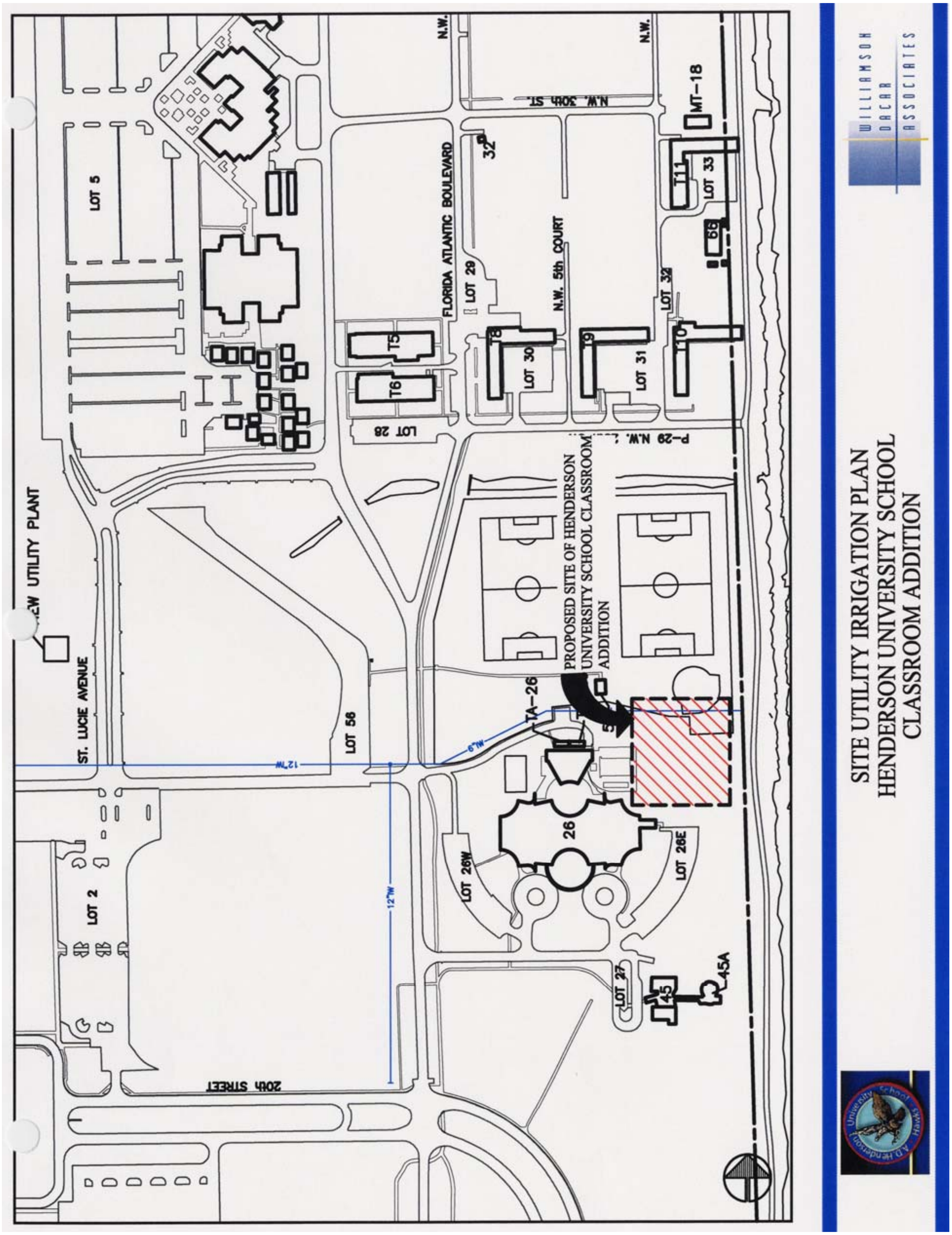
DESCRIPTION (Utilities Maps follow end of this UTILITIES IMPACT ANALYSIS Section)

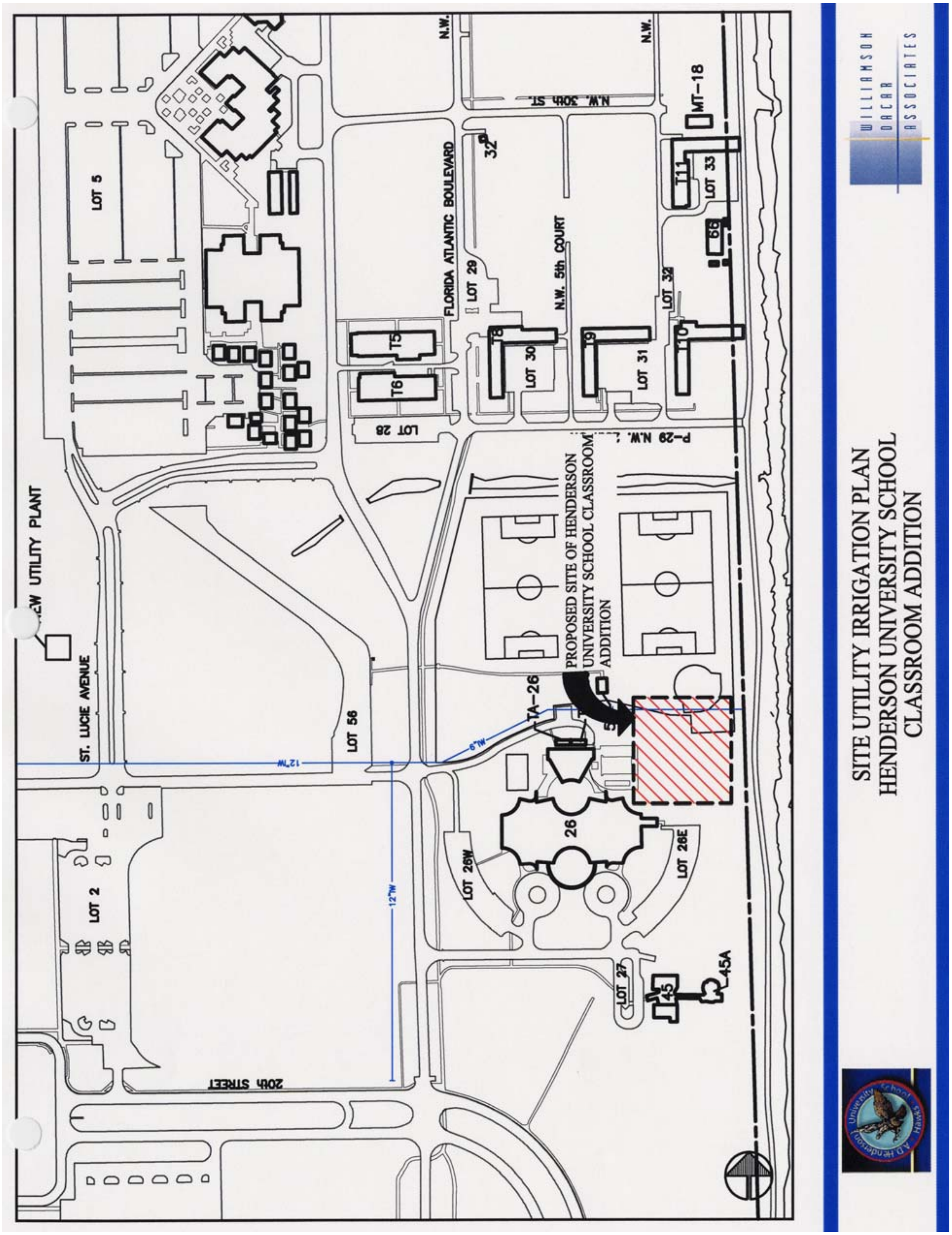

SITE UTILITY CHILLED WATER PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
WILLIAMSON DACAR ASSOCIATES
LEGEND
LOT 5
LOT 2
LOT 56
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 26W
LOT 26E
LOT 27
ST. LUCIE AVENUE
20th STREET
FLORIDA ATLANTIC BOULEVARD
N.W. 5th COURT
N.W. 30th ST
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
TA-26
MT-18
P-29 N.W.
T5
T6
T8
T9
T10
T11
26
45
45A
CLOSED

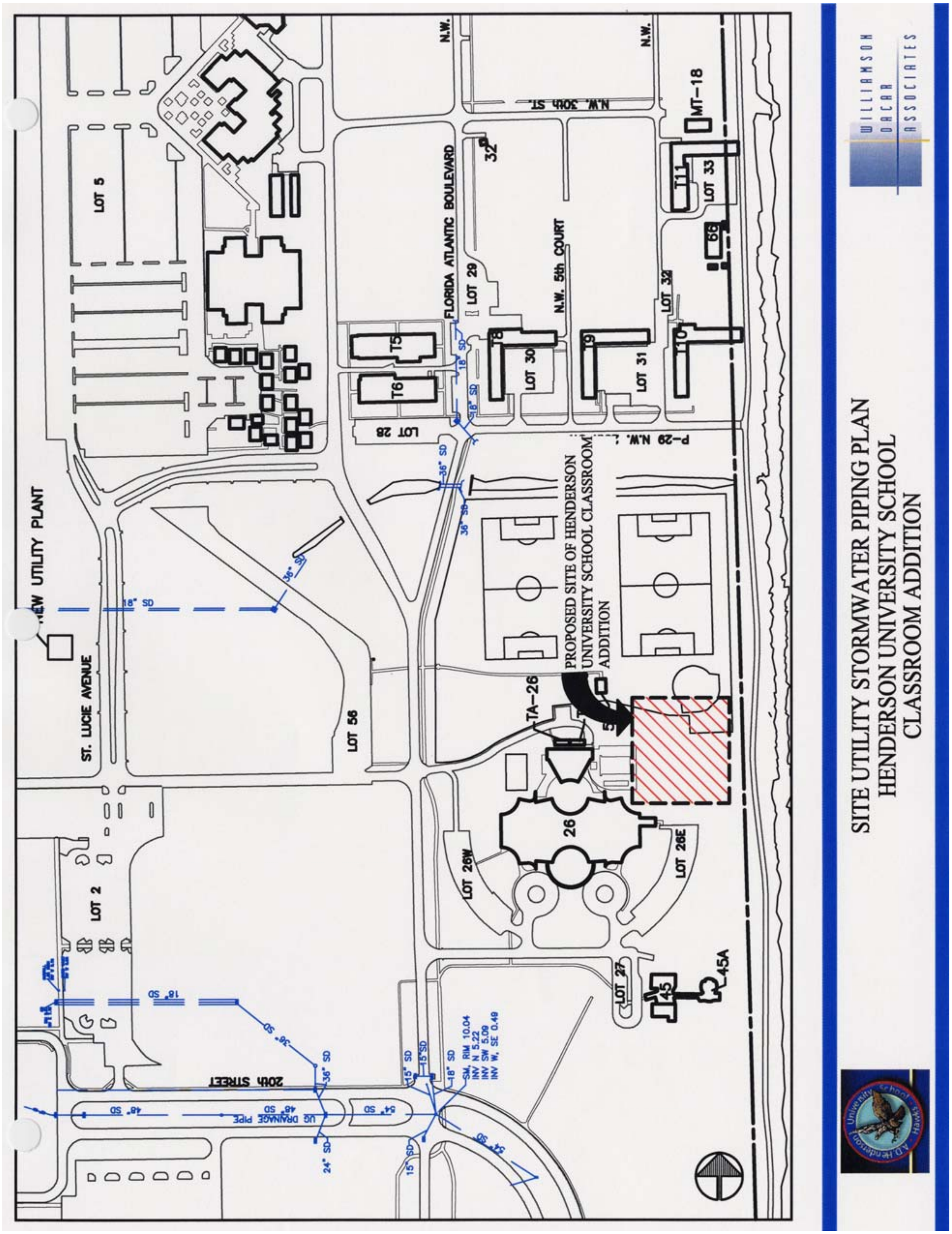

SITE UTILITY ELECTRICAL PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
EXISTING FP&L OVERHEAD LINES
PROPOSED FP&L UNDERGROUND LINE
OVERHEAD HIGH VOLTAGE
OVERHEAD HIGH VOLTAGE
FLORIDA ATLANTIC BOULEVARD
ST. LUCIE AVENUE
20th STREET
N.W. 30th ST.
N.W. 5th COURT
LOT 5
LOT 2
LOT 56
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 26W
LOT 26E
LOT 27
TA-26
MT-18
WILLIAMSON DACAR ASSOCIATES

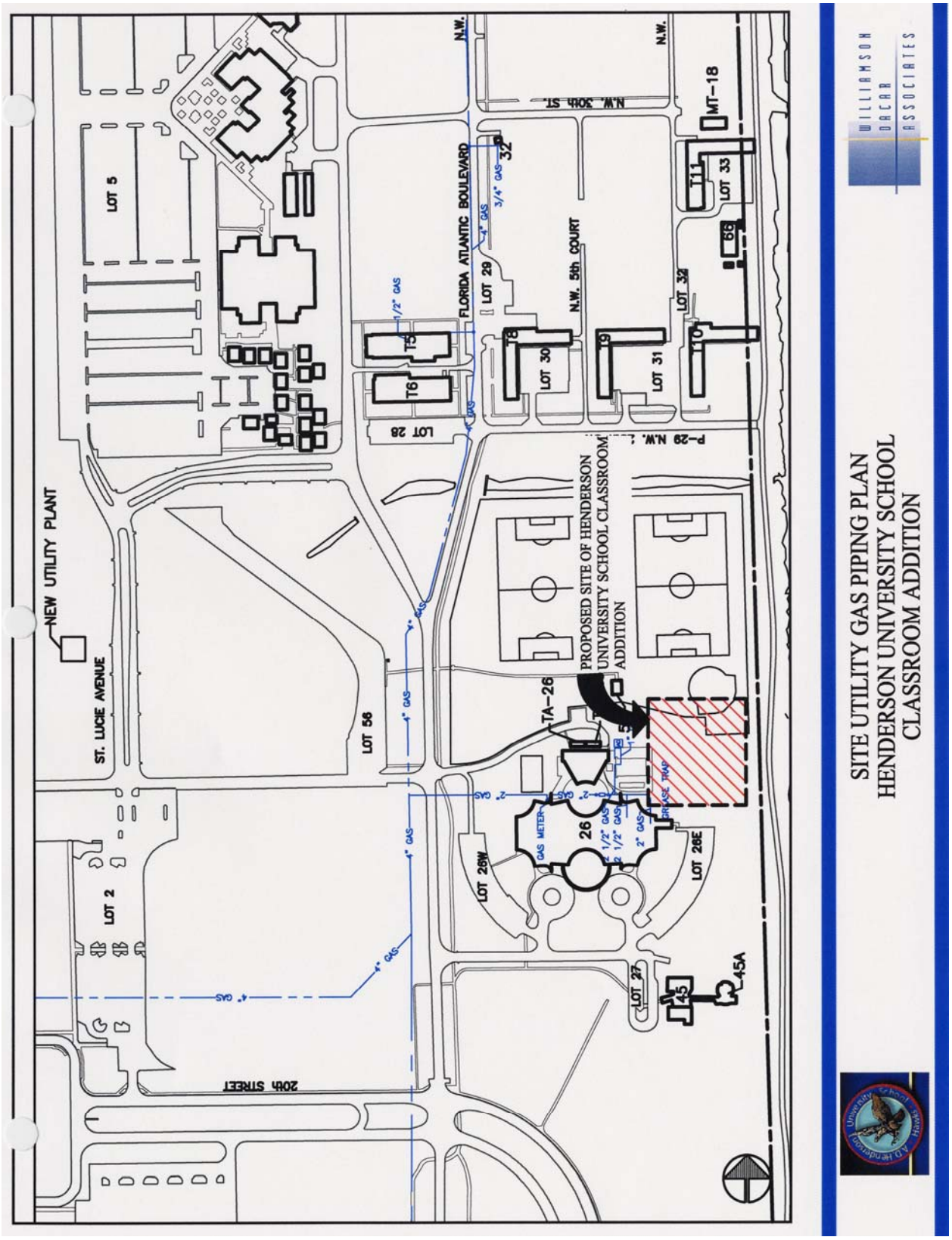

SITE UTILITY POTABLE WATER PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
PROPOSED 6" WATER LINE
EXISTING WATER LINE
AIR RELEASE VALVE AND VAULT
ST. LUCIE AVENUE
20th STREET
FLORIDA ATLANTIC BOULEVARD
N.W. 5th COURT
N.W. 30th ST.
LOT 2
LOT 5
LOT 56
LOT 26W
LOT 26E
LOT 27
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
26
45
45A
TA-26
T5
T6
T8
T9
T10
T11
MT-18
15" RCP CULVERT
WILLIAMSON DACAR ASSOCIATES

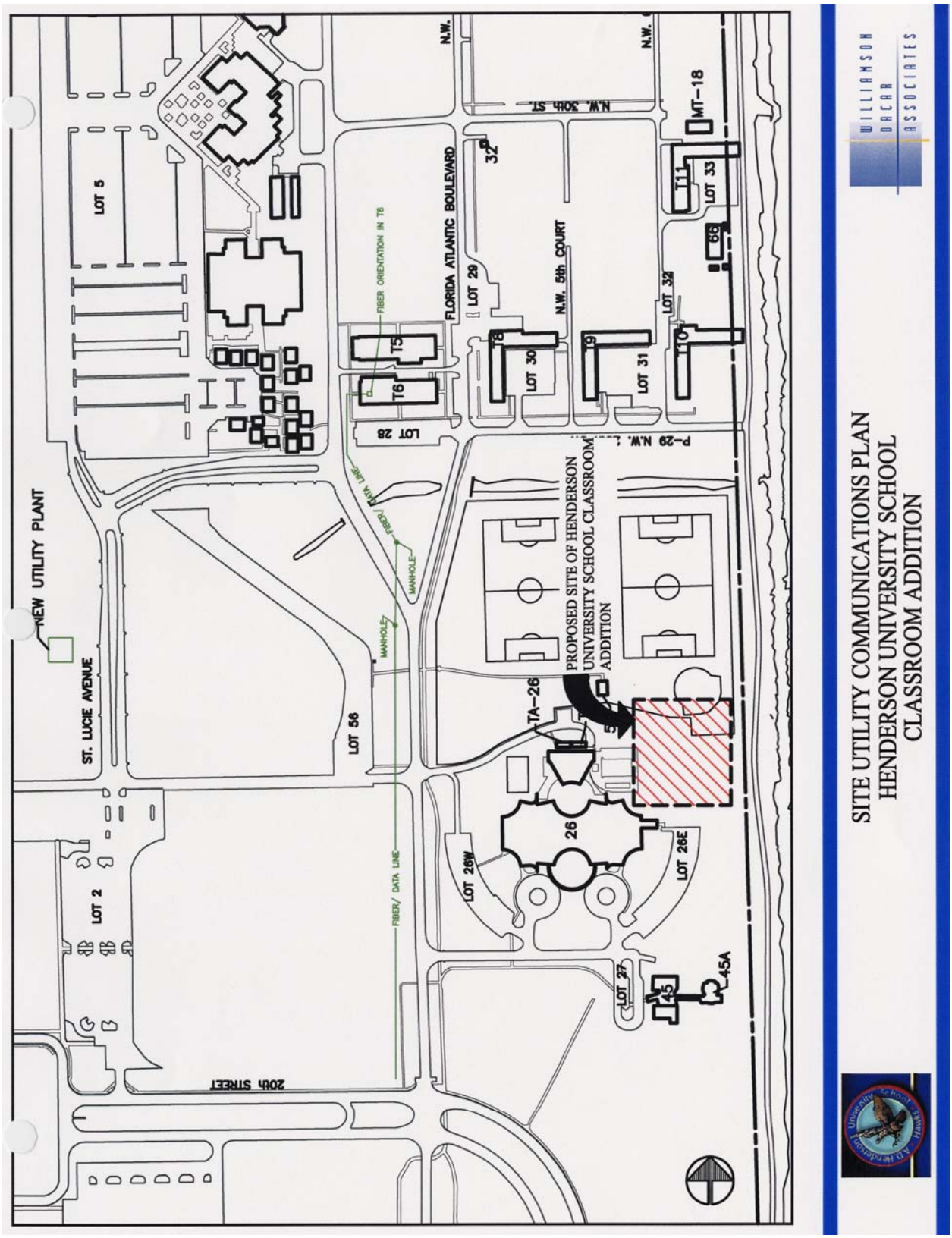

SITE UTILITY SANITARY SEWER PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
FLORIDA ATLANTIC BOULEVARD
N.W. 5th COURT
N.W. 30th ST.
ST. LUCIE AVENUE
20th STREET
NEW UTILITY PLANT
LIFT STATION
FUTURE RELOCATION OF FORCE MAIN TO 6" IN SIZE
RELOCATE EXISTING 4" SANITARY FORCE MAIN
LOT 2
LOT 5
LOT 26W
LOT 26E
LOT 27
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 56
TA-26
MT-18
45A


SITE UTILITY IRRIGATION PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
WILLIAMSON DACAR ASSOCIATES
NEW UTILITY PLANT
ST. LUCIE AVENUE
20th STREET
FLORIDA ATLANTIC BOULEVARD
N.W. 5th COURT
N.W. 30th ST.
LOT 2
LOT 5
LOT 26W
LOT 26E
LOT 27
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 58
P-29 N.W.
TA-26
26
45
45A
MT-18
T5
T6
T8
T9
T10
T11
12"W
6"W


SITE UTILITY IRRIGATION PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
WILLIAMSON DACAR ASSOCIATES
ST. LUCIE AVENUE
FLORIDA ATLANTIC BOULEVARD
N.W. 5th COURT
N.W. 30th ST.
20th STREET
LOT 2
LOT 5
LOT 26W
LOT 26E
LOT 27
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 56
TA-26
26
45
45A
MT-18
T5
T6
T8
T9
T10
T11
12"W
6"W


SITE UTILITY STORMWATER PIPING PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
WILLIAMSON DACAR ASSOCIATES
NEW UTILITY PLANT
ST. LUCIE AVENUE
FLORIDA ATLANTIC BOULEVARD
N.W. 30th ST.
N.W. 5th COURT
20th STREET
LOT 2
LOT 5
LOT 26E
LOT 26W
LOT 27
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 56
TA-26
MT-18
45A
UG DRAINAGE PIPE
SMH RIM 10.04
INV N 5.22
INV SW 5.09
INV W, SE 0.49


SITE UTILITY GAS PIPING PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
WILLIAMSON DACAR ASSOCIATES
NEW UTILITY PLANT
ST. LUCIE AVENUE
20th STREET
N.W. 30th ST
FLORIDA ATLANTIC BOULEVARD
N.W. 5th COURT
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
LOT 5
LOT 2
LOT 56
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 26W
LOT 26E
LOT 27
TA-26
MT-18
T5
T6
T8
T9
T10
T11
69
45
45A
GAS METER
GREASE TRAP


NEW UTILITY PLANT
ST. LUCIE AVENUE
20th STREET
LOT 5
LOT 2
LOT 56
LOT 28
LOT 29
LOT 30
LOT 31
LOT 32
LOT 33
LOT 26W
LOT 26E
LOT 27
FLORIDA ATLANTIC BOULEVARD
N.W. 5th COURT
N.W. 30th ST.
N.W.
FIBER ORIENTATION IN T8
FIBER/ DATA LINE
MANHOLE
T5
T6
T8
T9
T10
T11
MT-18
TA-26
26
45
45A
P-29 N.W.
PROPOSED SITE OF HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION
SITE UTILITY COMMUNICATIONS PLAN
HENDERSON UNIVERSITY SCHOOL
CLASSROOM ADDITION
WILLIAMSON DACAR ASSOCIATES

XI. INFORMATION / COMMUNICATIONS RESOURCES REQUIREMENTS
A.D. HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION

A. UNIVERSITY INFORMATION / COMMUNICATION STANDARD

A copy of the following Florida Atlantic University standard governing the information/communications resources requirements for the design of new facilities and renovation of existing facilities is included as appendix A.

FLORIDA ATLANTIC UNIVERSITY
VOICE, DATA, VIDEO, AND EMCS NETWORKS
INTRA AND INTER BUILDING CONDUIT
DESIGN, AND CONSTRUCTION GUIDELINES AND STANDARDS
(REVISED JUNE 2000)

The requirements of the University information/communications standards will be strictly enforced for the design and construction of the proposed facility.

B. UNIVERSITY INFORMATION RESOURCE MANAGER CERTIFICATION

By signature (on the signature page of this facilities program) the University Information Resource Manager certifies that a review of the University information/communication standards has been completed; and that the facilities program is developed in conformance with the Florida Atlantic University Information/Communication Standards in accordance with the Section 282, F.S.

A. CODES AND STANDARDS

The following approved editions of Codes and Standards (and associated review & permitting process), and University standards, where applicable, shall be followed for the design and construction of the proposed facility: (Reference: FAU Professional Services Guide (FAU-PSG), section 3.13).

		DESCRIPTION
	Year	**Building Codes**
1.	2001	Florida Building Code, Building
2.	2001	Florida Building Code, Mechanical
3.	2001	Florida Building Code, Fuel Gas
4.	2001	Florida Building Code, Plumbing
5.	2001	Florida building Code, Test Protocols for High Velocity Hurricane zones
		Section 4A-3.012 Standard of the National Fire Protection Association (Most commonly used Codes and Standards)
Chap.	**Year**	**Title**
1	2000	Fire Prevention Code
10	1998	Standard for Portable Fire Extinguishers
13	1999	Standard for the Installation of Sprinkler Systems
13R	1999	Standard for the Installation of Sprinkler Systems in Residential Occupancies up to and including four stories in Height
14	2000	Standard for the Installation of Standpipe and Hose systems, except 2-7 Shall be omitted
20	1999	Standard for the Installation of Centrifugal Fire Pumps
24	1995	Standard for the Installation of Private Fire Service Mains and Their Appurtenances
25	1998	Standard for the Inspection, Testing & Maintenance of Water Based Fire Protection Systems
30	1996	Flammable and Combustible Liquids Code
45	1996	Standard on Fire Protection for Laboratories Using Chemicals
70	1999	National Electrical Code
72	1999	National Fire Alarm Code
90A	1999	Standard for the installation of Air Conditioning and Ventilating Systems
96	1998	Standard for Ventilation Control and Fire Prevention of Commercial Cooking Operations
101	2000	Life Safety Code
	3.13.3	**State Fire Marshal**
		Requirements for review shall comply with PSG, Exhibit 5; (all inspections, reviews and permitting for University projects shall be coordinated through the University EHS Office)
	3.13.4-5	**Required Permits**
		All Building permits are to be issued by the Building Code Official at FAU Facilities Planning, prior to the start of construction.
	3.13.5.2	Department of Business and Professional Regulation, Division of Hotel and restaurants, Bureau of Elevator Inspection for elevator inspections and permit
	3.13.5.4	Department of Environmental Protection (DEP), area Branch (SUS is fee exempt)
	3.13.5.5	South Florida Water Management District permit
		SUS Standards
		State University System Cost Containment Guidelines
		State University System Professional Services Guide and Project Manual
		Florida Atlantic University
		Florida Atlantic University Cost Containment Guidelines Supplement
		Florida Atlantic University – University Architect Division Policy & Procedure
		All special requirements as identified in the pre-design conference meeting(s) with the various University agencies (the A/E consultant(s) shall record in meeting minutes).
		Miscellaneous Statutes
		Ratio of facilities for men and women public restrooms of Section 553.14 of Florida Statutes
		ANSI S 12-60-2002, American National Standard, Acoustical Performance Criteria, Design Requirements and Guidelines for Schools

Note: All reference to codes shall mean the latest editions adopted through legislation for use in state owned/leased buildings as described in the Florida Statues sections 471, 481 and 553.

GOALS AND MILESTONES	DURATION	START DATE	END DATE
A/E CM Meeting			
Issue Purchase Order to A/E & for Site Survey	2 weeks	19-Nov-2003	03-Dec-2003
Issue PO for Geotechnical Work	1 weeks	03-Dec-2003	10-Dec-2003
DESIGN PHASE			
Schematic Design Meeting (sketch site plan, floor plan & elevations)	0 weeks	10-Dec-2003	10-Dec-2003
Advanced Schematic Design	3 weeks	10-Dec-2003	31-Dec-2003
University Review & Approval	0 weeks	03-Jan-2004	03-Jan-2004
Design Development / 100% Civil and GMP	3 weeks	03-Jan-2004	28-Jan-2004
University Review & Approval	0 weeks	29-Jan-2004	29-Jan-2004
SFWMD Permit*	4 weeks	30-Jan-2004	27-Feb-2004
Notice to Proceed - Site Work and Foundation	8 weeks	28-Feb-2004	24-Apr-2004
100% Construction Documents	3 weeks	29-Feb-2004	21-Mar-2004
University Review & Approval	1 weeks	21-Mar-2004	28-Mar-2004
State Fire Marshal (SFM) & FAU Building Permit	4 weeks	21-Mar-2004	18-Apr-2004
CONSTRUCTION PHASE			
Notice to Proceed - Building Construction	15 weeks	19-Apr-2004	02-Aug-2004
Move In - Owner Occupancy/Punch List	1 weeks	02-Aug-2004	09-Aug-2004

*Duration of SFWMD to be determined by consultant

XIV. PROGRAM FUNDS A.D. HENDERSON UNIVERSITY SCHOOL CLASSROOM ADDITION

A. SOURCES

The funding source is as follows:

PECO 2001-2002	(DRS-2Mill Equivalent)	$425,796
PECO 2002-2003	(OEF Construction)	$ 26,018
PECO 2002-2003	(DRS-2Mill Equivalent)	$447,786
PECO 2002-2003	(MRR/Rem. Site Improv. Lab School)	$ 20,901
PECO 2003-2004	(OEF Construction)	$ 31,799
PECO 2003-2004	(MRP/Rem. Site Improv. Lab School)	$ 35,561
PECO 2003-2004	(DRS-2Mill Equivalent)	$205,287
PECO 2003-2004	(Class Size Reduction)	$197,152
Total Funds for Planning and Construction		$1,390,300

Furnishing and Equipment will be provided by owner from PECO funding allocated in 2004-2005.

PROJECT SPACE AND BUDGET SUMMARY

University Name Florida Atlantic University

Project Name A.D. Henderson University School Classroom Addition

Budget was developed using (check one):
_____ major space type basis(space type used:_____;SUS avg. cost/GSF: $_____)
___ similar project basis (I (based on original building construction costs)
__X__ Owner Budget

BUILDING CONSTRUCTION COST						
SPACE TYPE	**NASF**	**NASF/ GSF FACTOR**	**GSF**	**CONST. COST PER GSF**	**TOTAL COST $**	**NASF approved CIP Date :**
Classrooms (Learning Center)*	5,370	1.5	8,055			
Teaching Labs		1.5				
Research Labs		1.5	-			
Study		1.4	-			
Instructional Media		1.4	-			
Auditorium/Exhibition		1.2	-			
Gymnasium		1.2				
Student Academic Support		1.4				
Office/Computer		1.5				
Support Services	300	1.5	450			
SPACE TOTALS	**5,670**	**1.5**	**8,505**	**$ 115.00**	$ 978,075.00	
Covered Walkway					$ 20,000.00	
TOTAL BUILDING CONSTRUCTION COST					**$ 998,075.00**	**

Professional Services Guide Definition (per subparagraph 3.14.2):

Building Gross Sq.Ft (3.14.2.1)

Net Assignable Sq.Ft (3.14.2.2)

Covered Walkway GSF (3.14.2.3)

* See program Area for detailed description of spaces within the Learning Center.

** Building construction cost includes all site work, utilities connection and the covered walkway.

1. CONSTRUCTION COMPONENTS	PROGRAM $
a. Building Construction Cost (GMP Amount)	998,075
b. IRM (wiring-IRM sub contract)	54,000
SUBTOTAL CONSTRUCTION COMPONENTS	**$ 1,052,075**

* All site and infrastructure costs are included in the building cost per square foot.

b. Professional Fees				**$90,100**
Base Agreement- A/E(%)	**6.71%**	70,600.00	70,600.00	
FFE/Interiors		0.00	0.00	
Cost Consultant		0.00	0.00	
Program verification		2,500.00	2,500.00	
As-builts		3,000.00	3,000.00	
Life Cycle Cost Study		3,500.00	3,500.00	
Model / Rendering		0.00	0.00	
Construction Manager Fee	**1**	10,500.00	10,500.00	
c. Fire Marshal(.0025)	**0.25**			**2,630**
d. Inspection Services				**20,000**
Code Administration			10,000.00	
Plans Review		5,000.00	5,000.00	
Commissioning		0.00	0.00	
Roof Inspector		5,000.00	5,000.00	
Threshold / Steel Inspector		0.00	0.00	
e. Insurance Consultant	**0.6**	**0.00**		**6,312**
f. Surveys / Tests				**23,000**
Topographical Survey		6,000.00	6,000.00	
Geotechnical Survey		4,000.00	4,000.00	
Concrete Test		5,000.00	5,000.00	
HVAC System Tests		8,000.00	8,000.00	
g. Permit/Impact/Environmental Fees				**3,000**
Permits		3,000.00	3,000.00	
Impacts		0.00	0.00	
Environmental		0.00	0.00	
h. Artwork (.005)				
I. Movable Furnishings & Equipment*				**54,000**
j. Contingencies				**139,182**
SUBTOTAL OTHER PROJECT COMPONENTS				**338,225**
TOTAL PROJECT COST (ITEMS #1 & #2)				**$ 1,390,300**

* Identified cost is for voice data and video equipment. All other Furnishings and Equipment is to be provided by users.